MISSISSIPPI DEPARTMENT OF EDUCATION
***MISSISSIPPI PUBLIC SCHOOL ACCOUNTABILITY STANDARDS*, 2012**

PERFORMANCE STANDARDS

INTRODUCTION

The accountability system is designed to improve student achievement and increase the level of accountability for both school districts and individual schools. The accountability model focuses on student achievement at each school and at the district level. Performance standards have been established, and student assessment data from the statewide assessment program will be used to determine individual school performance classifications and district level performance classifications.

SCHOOL LEVEL PERFORMANCE CLASSIFICATION

Information concerning school performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school that has both achievement and growth data will be assigned an annual performance classification. Available assessment data will be reported for those schools that do not have both achievement and growth data, but a school performance classification will not be assigned. An alternative school will not be assigned a school performance classification. (See State Board Policy 901 and 902 and the Glossary page 77 for definition of alternative school.)

The results from the Achievement Model and the Growth Model (QDI) are combined to assign each school a school performance classification. A graduation rate or a High School Completion Index (HSCI) is also used for any school configuration of 9-12.

DISTRICT LEVEL PERFORMANCE CLASSIFICATION

Information concerning district performance is reported to the Commission on an annual basis, and annual performance classifications will be assigned in the fall of each school year. Each public school district will be assigned an annual performance classification based on achievement, growth and graduation/dropout rate. The district rating should be based on the performance of all students in the district (i.e., the district will be treated as one K-12 school).

ANALYSIS OF STATE LAW {MS Code 37-18-1 et. seq.}

The following specifications for establishing school and district performance standards and accountability requirements are addressed in Sections 37-18-1 through 7 of the *Mississippi Code of 1972, Annotated.*

The State Board of Education (SBE) shall establish, design, and implement a program for identifying and rewarding public schools that improve. Upon full implementation of the statewide testing program, Star School, High Performing, or School At-Risk designation shall be made by the SBE as follows:

1. **Growth Expectation.** A growth expectation will be established by testing students annually and, using a psychometrically approved formula, by tracking their progress. This growth expectation will result in a composite score each year for each school.

2. **Percentage of Students Minimal, Basic, Proficient and Advanced in each school and school district.** A determination will be made as to the percentage of students minimal**,** basic, proficient and advanced in each school. The definition of minimal, basic, proficient and advanced shall be

developed for each grade, based on a demonstrated range of performance in relation to content as reflected in the *Mississippi Curriculum Frameworks*. This range of performance must be established through a formal procedure including educators, parents, community leaders, and other stakeholders.

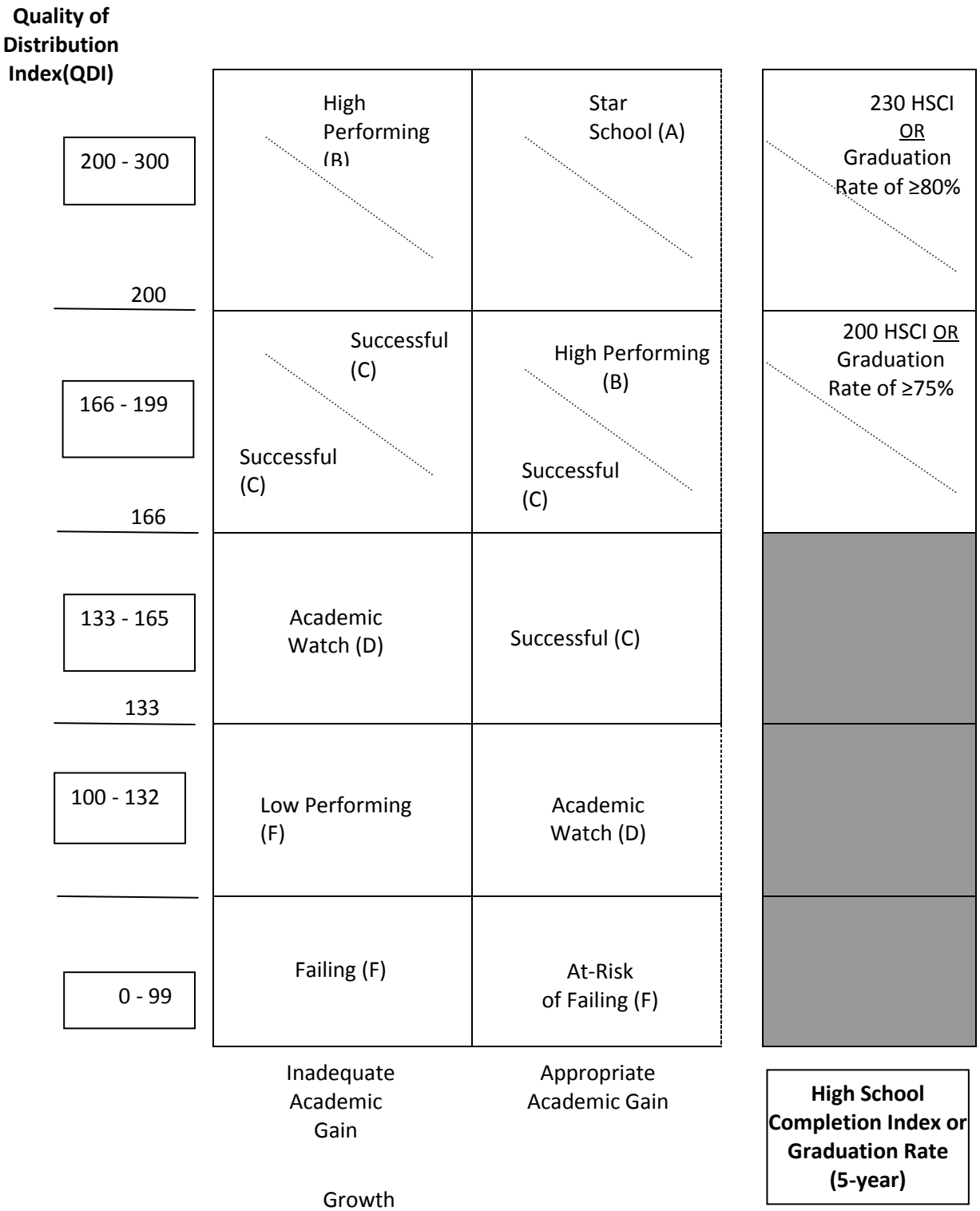
A school shall be identified as a School At-Risk and in need of assistance if the school:

(a) Does not meet its growth expectation and it has a percentage of students functioning below grade level, as designated by the State Board of Education;
(b) Is designated as a Failing School; or
(c) Is designated as Low Performing or At-Risk of Failing for two (2) consecutive years.

Goal 3: All third graders will be reading on grade level by 2020. Performance on state tests

Goal 1: Reduce the dropout rate to 13% by 2013.

STATE ACCOUNTABILITY RATING SYSTEM



Note: The label in the top row cell would apply to any school without graduates.

Goal 2: To increase Mississippi's scores on national assessments to the national average by 2013.

PERFORMANCE CLASSIFICATIONS OF ACHIEVEMENT AND GROWTH

The School and District Performance classification is based on the Quality of Distribution Index (QDI) achieved by the school or district. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance.

The state assessments included in the state accountability system are the Mississippi Curriculum Test, Second Edition (MCT2) Grades 3-8 Language Arts and Math; Subject Area Testing Program, Second Edition (SATP2) which includes Algebra I, Biology I, English II-Multiple Choice, and U.S. History; Mississippi Science Test (MST) Grades 5 and 8; and Alternate Assessment (MAAECF) Language Arts, Math, and Science Grades 5, 8, and 12.

In accordance with State Board of Education Policy 404, the first operational year of any state mandated assessment that is a part of the accountability model will not be included in the Statewide Accountability System.
Note: The Mississippi Science Test (MST) Grades 5 and 8 and the Alternate Assessment (MAAECF) for Science Grades 5, 8, and 12 will be included in the state accountability system beginning school year 2012-2013.

ACHIEVEMENT LEVEL

High Performing (B)	Star School (A)
Successful (C)	High Performing (B)
Academic Watch (D)	Successful (C)
Low Performing (F)	Academic Watch (D)
Failing (F)	At-Risk of Failing (F)

Inadequate Academic Gains | **Appropriate Academic Gains/Growth Status**

THE PERFORMANCE CLASSIFICATION MODEL FOR 2009-2011

Cut points on QDI	Inadequate Academic Gains	Appropriate Academic Gains
200-300	High Performing	Star School
166-199	Successful	High Performing
133-165	Academic Watch	Successful
100-132	Low Performing	Academic Watch
0-99	Failing	At-Risk of Failing

THE PERFORMANCE CLASSIFICATION MODEL FOR 2012 AND THEREAFTER

SB 2776 2012 Legislative Session

Cut points on QDI	Inadequate Academic Gains	Appropriate Academic Gains
200-300	High Performing (B)	Star (A)
166-199	Successful (C)	High Performing (B)
133-165	Academic Watch (D)	Successful (C)
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QUALITY OF DISTRIBUTION INDEX (QDI)

1. The Quality of Distribution Index (QDI) should be used to measure achievement. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$QDI = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$$

2. The performance levels of the QDI should be phased in over five years.
    a. The highest performance level should have an eventual QDI cut score of approximately 240, which should reflect performance comparable to high performing schools nationally.
    b. Performance at a national average level should be linked to a QDI in the second highest performance level initially. The model should become increasingly challenging such that

national average level performance is linked to a QDI at the third or middle performance level.

c. The Quality of Distribution Index (QDI) value defining the lowest school/district performance level should be 100.

Cut Score Range	Year				
	2009	**2010**	**2011**	**2012**	**2013**
Top Range	200-300	200-300	200-300	200-300	TBD
	166-199	166-199	166-199	166-199	TBD
	133-165	133-165	133-165	133-165	TBD
	100-132	100-132	100-132	100-132	TBD
Bottom Range	Below 100	Below 100	Below 100	Below 100	TBD

ALGEBRA I AND BIOLOGY I

Algebra I and Biology I scores will be combined across middle/junior high school, 9th grade school, and the corresponding high school. That is, the Algebra I and Biology I results for calculating the QDI will be based on the performance of all students in middle/junior high school, 9th grade school, and the corresponding high school in a given year, and both the middle/junior high school, 9th grade school, and corresponding high school will receive the same QDI for Algebra I and Biology I. Including the performance at both levels will encourage middle schools, 9th grade schools, and high schools to work together to support students taking Algebra I and Biology I when they are ready for the course. A student will contribute equally to the accountability based on their performance level (Minimal, Basic, Proficient, or Advanced) on the assessment regardless of the grade level at which the assessment is first taken.

GRADUATION/DROPOUT COMPONENT

The High School Completion Index (HSCI) should be included in determining the accountability rating of schools with grades 9-12 and districts and a school or district should demonstrate high performance on the HSCI to receive the highest rating in addition to meeting QDI performance and growth. Districts with schools where 9th grade is contained separate from 10-12 grades will be issued a HSCI value based on the students who actually attended the school containing 9th grade and the 10-12 grade school will be issued a HSCI value based on the students who actually attended the school containing grades 10-12. The High School Completion Index (HSCI) should be based on the status of students five years after first entering ninth grade. Eventually the HSCI should be based on the status of students seven years after first entering seventh grade.
The weights for the HSCI student statuses:

Standard Diploma	300
Met Requirements Except Graduation Test	150
Occupational Diploma	175
Certificate of Attendance	150
GED	200
Still Enrolled	50
Dropout	-300

There will initially be two levels for the HSCI corresponding to the two highest levels of performance on the QDI. The Department of Education should monitor the reporting of this information. The Commission will consider revising or adding levels to the graduation/dropout component in the future.

a. The highest level of the HSCI should be a HSCI of 230 or a graduation rate of 80% or higher.
b. The second highest level of the HSCI should be an HSCI of 200 or a graduation rate of 75%.

Note: The Graduation/Dropout Component of the Mississippi Statewide Accountability System will be calculated and reported; however, Districts and Schools will be held harmless for the Graduation/Dropout Component for the 2012 Accountability Results only.

THE ACHIEVEMENT MODEL

A school's achievement level is based on the current year performance of students who were enrolled in the school for a full academic year (at least 70% of instructional time). The Quality of Distribution Index (QDI) should be used to measure achievement. The QDI measures the distribution of student performance on state assessments around the cut points for Basic, Proficient, and Advanced performance. The formula for the QDI is

$$QDI = \% \text{ Basic} + (2 \times \% \text{ Proficient}) + (3 \times \% \text{ Advanced})$$

THE GROWTH MODEL

A multiple regression model is used to predict scale score growth on the Mississippi Curriculum Test (MCT2) and scale score on certain Subject Area Tests (SATP) for each student based on the student's earlier MCT2 performance. Predictions are made only for students who were enrolled in the school for a full academic year. There are separate prediction equations for each grade level in each content area and each subject area test.

The "met" growth determines the degree to which the school met its basic growth expectation. The regression equations in the pilot growth models predict performance at the student level. Although the predictions are not accurate enough for use at the student level, the positive and negative prediction errors tend to cancel each other, so average residual values for groups of students within a school or district are much more accurate. $\mathbf{R^2}$ indicates the proportion of variance in the dependent variable accounted for by the prediction equation. Generally, a higher $\mathbf{R^2}$ value indicates better predicting ability. The formula for R^2 is shown below.

$$\mathbf{R^2} = SS_{Model}/SS_{Total} \text{ where, } SS_{Total} = SS_{Model} + SS_{Error}$$

$\mathbf{R^2}$ values for the MCT SS change prediction equations in the growth model used from 2003 through 2007 were similar to the new equations for predicting MCT2 and SATP scale scores.

To ensure the most accurate predictions, students included in the regression analyses must:

- Meet full academic year (FAY) at the district level for the two years used in the regression;
- Have MCT2 scores from the prior school year or grade 8 for students taking Subject Area Tests in grade 9 or later; and
- Have MCT2, Grade 8 Algebra, Grade 9 Algebra, Grade 9 Biology, Grade 10 Algebra, Grade 10 Biology, or Grade 10 English Multiple-Choice test scores from the most recent school year.

STUDENTS INCLUDED IN THE PERFORMANCE MODEL

A student is included in the achievement and growth models for a school if the student was enrolled in the school for a **full academic year**, which is defined as at least 70% (approximately) of the instructional time. The percentage of time enrolled is determined from the monthly student level enrollment records in MSIS as follows:

- End of Month 8 School = Same School on 6 of the 7 Earlier End of Month Reports (Month 1 through Month 7)
- End of Month 7 School = Same School on all 6 of the Earlier End of Month Reports (Month 1 through Month 6)

INCLUSION OF STUDENTS WITH DISABILITIES AND ENGLISH LANGUAGE LEARNERS (ELL)

The Mississippi Statewide Assessment System provides procedures to ensure the inclusion of all students in the assessment programs, including a wide range of testing accommodations, instructional level testing on the MCT2, and alternate assessments. The data for students using testing accommodations are treated no differently from any other test data. For students with disabilities taking instructional level tests or alternate assessments, their scores are included in the achievement model. The weighting procedures in the achievement model ensure that those students count equally within the achievement level assigned to the school.

School districts are allowed to exclude the academic achievement results only for first year English Language Learners (ELL) students (on a case-by-case basis) from determinations of state Achievement Model and Growth Model results. This policy is consistent with the requirements for calculating AYP.

SCHOOLS THAT CANNOT BE INCLUDED IN THE ACHIEVEMENT AND GROWTH MODELS

A school must be included in both the achievement and growth models in order to be assigned a School Performance Classification. Schools with no assessment data at grades 3-8 and no appropriate SATP data cannot be included in the achievement and growth models. Most of the schools that cannot be assigned a School Performance Classification are schools serving grades kindergarten and first grade and schools serving kindergarten through second grade.

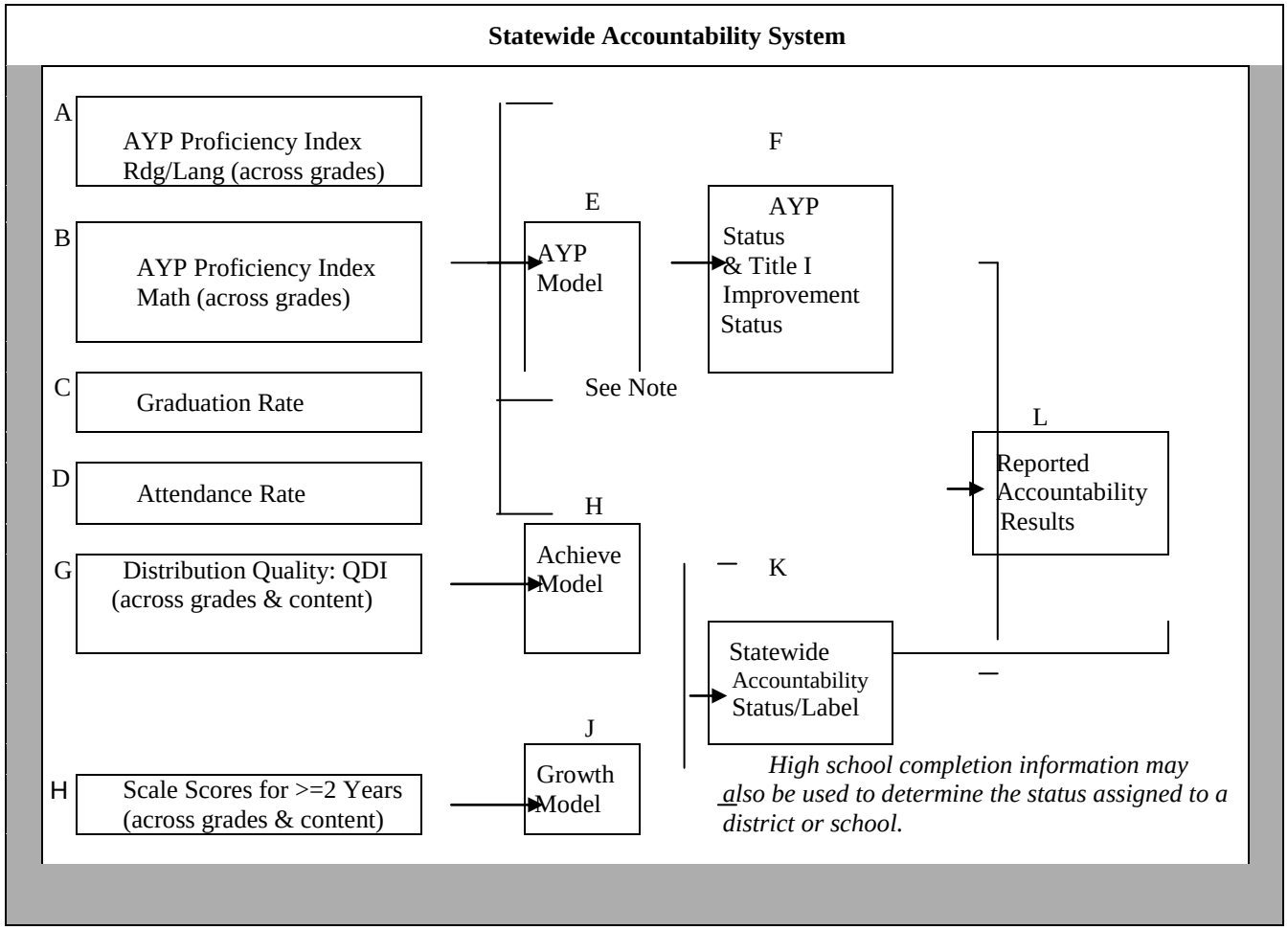
NO CHILD LEFT BEHIND (NCLB) AND THE ACCOUNTABILITY SYSTEM

The development of Mississippi's new statewide accountability system began in 1999. The system was designed to comply fully with the requirements in federal legislation related to Title I (ESEA 1994) and to student with disabilities (IDEA 1997). The new statewide assessment system was also designed for use within the achievement and growth models for school accountability.

The *No Child Left Behind Act of 2001* (NCLB) was signed into law in January 2002. This federal legislation includes additional student assessment requirements and mandates that states develop and implement a single statewide accountability system by the beginning of school year 2003-2004. The legislation includes specific requirements for calculating adequate yearly progress (AYP) for schools and school districts. Mississippi's new assessment programs already incorporate many of the new federal assessment requirements. For example, students in grades 3-8 must be assessed in both reading/language arts and mathematics.

The conceptual model for Mississippi's Statewide Accountability System that incorporates the federal AYP component is illustrated on the following page. Each school district will be assigned an annual accountability designation based on its accreditation status and the AYP model. Each school will be assigned an annual accountability designation based on the School Performance Classification and AYP model.

Mississippi Statewide Accountability System: A Conceptual Framework



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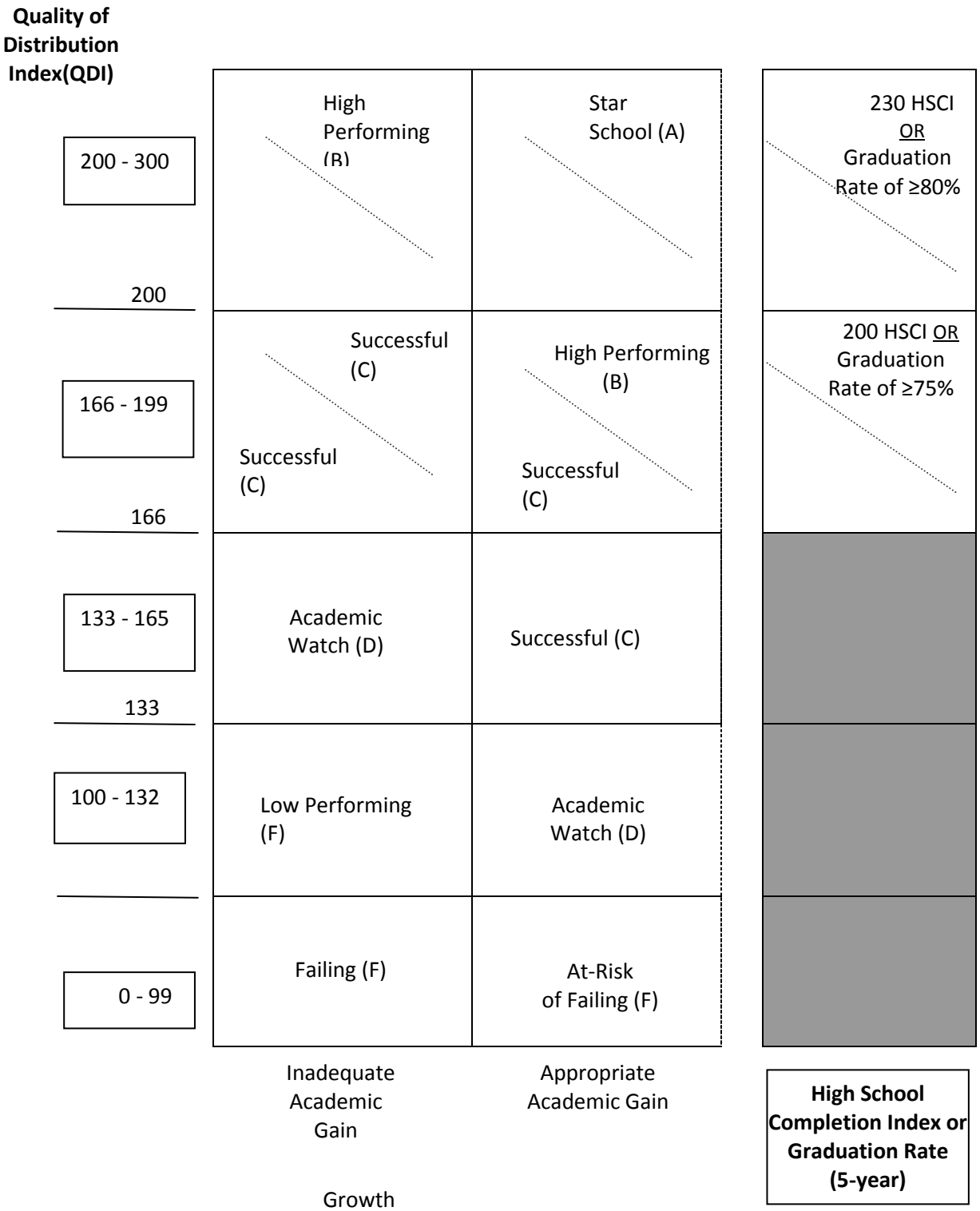

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The weights for the HSCI student statuses:

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